A STUDY OF THE RESPONSIBILITIES AND ACTIVITIES OF KANSAS VOCATIONAL AGRICULTURE TEACHERS FOR THE YEAR 1959

by

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INTRODUCTION

An agricultural revolution, which has had many of the characteristics of the Industrical Revolution of the nineteenth century, began taking place in the United States during the early part of the twentieth century. The result of this agricultural revolution was described by Roy W. Roberts in his text on "Vocational and Practical Arts Education" as follows:[1]

> This movement has been due to the mechanization of farming and the use of many improved farming practices discovered as the result of the extensive program of agricultural research and teaching conducted by various public and private agencies in the United States. The results achieved have enabled the present-day farmer to produce more food, feed, fiber and oil per acre and per farm worker. This increased production has enabled the people of the United States to maintain ever increasing standards of living with relatively fewer farm workers. These changes in farming have resulted in larger farms, higher farm incomes and greater capital investments on individual farms. Success in farming presently requires knowledge and skill far beyond the requirements of the first two decades of the present century.

Since 1917, with the passage of the Smith-Hughes Act by the Federal Government of the United States, the teaching of vocational agriculture in the country has developed as a distinct phase of vocational education. Operating within the framework of America's vast public school system, such teaching has become unique in many respects. The objectives of this program, sometimes called the "Smith-Hughes Program," are listed by Roberts as follows:[2]

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[1]Roy W. Roberts, Vocational and Practical Arts Education, New York: Harper & Brothers, 1957, p. 181.

[2]Ibid. p. 189.

The aim of vocational agriculture is to train present and prospective farmers for proficiency in farming. Several abilities are needed by farmers and prospective farmers who expect to attain this aim. These abilities, commonly referred to as major objectives, include the ability to:

1. Make a beginning and advance in farming
2. Produce farm commodities efficiently
3. Market farm products advantageously
4. Conserve soil and other natural resources
5. Manage a farm business effectively
6. Maintain a favorable environment
7. Participate in rural leadership activities.

In teaching vocational agriculture, the teacher has normally tried to meet the vocational efficiency objective of the establishment of farm youth and out-of-school young men in farming and the improvement in the economic and farm status of persons already engaged in farming. The Smith-Hughes Act stated the chief aims of agricultural education of less than college grade as:[1]

1. That controlling purpose of such education shall be to fit for employment.
2. That such education shall be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm.

Instruction in vocational agriculture, designed to develop the abilities and to reach the aims that have been previously stated, provides for the following four recognized groups:[2]

1. Day school students who are enrolled in all-day classes

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[1]E. W. Garris, Teaching Vocational Agriculture, New York: McGraw-Hill Book Company, 1954, p. 18.

[2]Roy W. Roberts, Vocational and Practical Arts Education, New York: Harper & Brothers, 1957, p. 193.

2. Day school students who are enrolled in day-unit classes
3. Out-of-school youth who are in the process of becoming established in farming and who are enrolled in young farmer classes
4. Adult farmers who desire to increase their efficiency in farming and enrolled in evening classes.

The success of any program of vocational education, or any specialized course of instruction, has been conditioned by the abilities of the teacher effectively to teach. If there has been failure at this point, the whole structure has failure.[1] It has been found that a teacher of vocational agriculture must possess or develop the abilities required to perform the many duties involved in conducting a successful program of vocational agriculture. The following are some of these abilities:[2]

1. Ability to establish and maintain relationships
2. Ability to determine community and individual needs
3. Ability to develop and improve the local program of agricultural education
4. Ability to organize and use advisory groups
5. Ability to advise the local Future Farmers of America Chapter, young farmers association, and other school sponsored organizations
6. Ability to plan and maintain instructional facilities
7. Ability to plan instruction and teach all-day pupils, young farmers, and older adult farmers
8. Ability to develop and supervise farming programs
9. Ability to provide guidance, placement, and follow-up

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[1] Arthur B. Mays, Principles and Practices of Vocational Education, New York: McGraw-Hill Book Company, 1948, p. 46.

[2] Lloyd J. Phipps, Handbook on Teaching Vocational Agriculture, Sixth Edition: Danville: The Interstate, 1959, p. 46.

10. Ability to keep department records and making reports
11. Ability to administer, supervise, and coordinate the activities of the local department
12. Ability to relate agricultural education to the highest values
13. Ability to behave as a professional educator and as a member of a professional group.

A teacher of vocational agriculture has normally expected to do his work in the atmosphere of the school and the library, on one hand, and of the community and farming vocations, on the other.[1] He has had at his disposal a variety of teaching opportunities in the classroom, in the farm mechanics shop, and on the farm of the community. He has been called upon to give instruction to farm youth, young farmers, and adult farmers. His course of study has typically been so designed that it will fill the educational need of farm people as they try to become established in farming or try to make progress in farming after they are established. An emphasis has been given to the method in teaching so that it be of interest and worth while to the learner rather than relying on teacher "telling" and catechistic recitations. Considerable use has been made of field trips and class projects in vocational agriculture. The teacher of vocational agriculture has held an enviable position because of his educational program which includes the prospective and present farmers, the public school in which he is located, and the

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[1]Carsie Hammond, Teaching Agriculture, New York: McGraw-Hill Book Company, 1950, p. 337.

rural community of which he is an important part. W. A. Ross wrote, "No other teacher has the opportunity to become so closely acquainted with the home and family life of farm citizens as does the teacher of vocational agriculture."[1]

Through the Smith-Hughes Act, the teacher of vocational agriculture has been charged with the responsibility of seeing that each student in his class has a program of supervised farming. This has meant that the teacher has had to have some form of transportation in order that he might make service calls to the farms of his students in the area. It has been also understood that he is to sponsor and serve as advisor for the local chapter of Future Farmers of America (F. F. A.) or New Farmers of America (N. F. A.).[2]

Since the program of vocational agriculture has been financed by Federal, state, and local funds, it has been necessary for the teacher to keep various groups of people informed of his plans and accomplishments. Teachers of vocational agriculture have normally participated in the extra-curricular activities of the school and accepted places of leadership in the many community movements for social, educational, and recreational improvement. Every teacher has also been expected to grow both technically and professionally

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[1]E. W. Garris, Teaching Vocational Agriculture, New York: McGraw-Hill Book Company, 1954, p. xiii.

[2]Ibid. p. 23.

from year to year. The following outline has been listed as some of the duties of the vocational agriculture teacher:[1]

1. Getting acquainted with people in the community
2. Preparing for the course of study
3. Getting ready for teaching
4. Teaching and training farm people
5. Helping with supervised farming programs
6. Performing community services
7. Supervising the F. F. A. and N. F. A. chapter
8. Promoting the agricultural programs
9. Assisting with school activities
10. Keeping proper records and making reports
11. Growing technically and professionally.

From the foregoing duties of the vocational agriculture teacher, besides teaching in the classroom and workshop, he has usually carried other responsibilities and activities. The following is a selected list of some of the responsibilities and activities of the vocational agriculture teacher taken from two texts[2] on vocational education. The duties of the teacher of vocational agriculture include:

1. Visiting homes of students
2. Conducting field trips for regular instructional purposes
3. Conducting sponsored trips which are not included in regular class field trips or judging trips, such as fishing, farming program tours, state fairs, etc.
4. To train and prepare students for the F. F. A. contests
5. Supervising farming programs of students

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[1] E. W. Garris, Teaching Vocational Agriculture, New York: McGraw-Hill Book Company, 1954, pp. 23-30.

[2] E. W. Garris, Teaching Vocational Agriculture, New York: McGraw-Hill Book Company, 1954, p. 393 and Lloyd J. Phipps, Handbook on Teaching Vocational Agriculture, Sixth Edition: Danville: The Interstate, 1959, p. 964.

6. Conducting parent meetings and holding parent-son banquets
7. Conducting meetings in cooperation with other individuals or organizations
8. Preparing articles for local newspapers and agricultural magazines
9. Preparing radio or television programs to present at the local station
10. Performing various types of community services
11. Following up graduates who are placed in farming
12. Maintaining membership and participation in activities of the organizations to which teachers belong.

PURPOSE

The purpose of this study was to analyze selected responsibilities and activities of Kansas vocational agriculture teachers other than teaching in regular classes. Those responsibilities and activities which were of special interest in the study were: (1) The visiting of homes of students, (2) the conducting of class trips for regular instructional purposes, (3) the sponsoring of trips, (4) the training os students for contests, (5) the supervising of students' farming programs, (6) the conducting of meetings other than day classes, (7) the writing of newspaper articles, (8) the rendering of community services, (9) the cooperating with other agricultural efforts, (10) the following up of graduates who are placed in farming, and (11) the belonging to and participating in organizations.

In this study an average measure of the responsibilities and activities of the vocational agriculture teachers of

Kansas in each type of school of each KVAA district, and in the state of Kansas were determined.

The data were presented in such terms as the average number of: (1) Students in the teacher load (enrollment), (2) graduates, (3) graduates placed in farming, (4) visits to homes of students, (5) miles traveled in supervision and community work, (6) class field trips for regular instruction purposes, (7) trips sponsored, (8) teams trained for contests, (9) completed projects of students in supervised farming including improvement practices and supplementary farm practices, (10) parent meetings, (11) parent-son banquets, (12) meetings other than all-day classes, (13) newspaper articles written, (14) community services rendered, (15) cooperative efforts, and (16) the average number of the organizations to which teachers belong.

It was the purpose of this study to present the results in such a way as to be of value to the vocational agriculture teachers for the state of Kansas, and to the teacher trainers and educators in the field of agricultural education. It was also a purpose to adapt and apply the results of this study for developing principles for the improving and developing of the responsibilities and activities of vocational agriculture teachers in Thailand. The teachers of vocational agriculture in Thailand have assumed that lecturing in regular classes was their only responsibility. Another goal of this study was to furnish data which would be of value to the Supervisor

of Vocational Agriculture Education of Thailand for study and to use as a key to advise and supervise the vocational agriculture teachers.

LIMITATIONS

1. This study was limited to the activities of the teachers of vocational agriculture for the year 1959.

2. The Kansas vocational agriculture teachers' responsibilities and activities studied in this report were limited to the responsibilities and activities as revealed by the report as (Annual Agricultural Report, Agricultural Education Form Number 3, Revised March 1959) submitted by the teachers to the state supervisor.

PROCEDURE

After selecting the topic of this report, the writer consulted Dr. R. J. Agan, major professor, about the information for this study. The major professor suggested that it could be obtained from the State Board for Vocational Education, Topeka, Kansas. The writer consulted Mr. C. C. Eustace, State Supervisor Agricultural Education, for the information. After getting the information, the writer also consulted Professor H. R. Bradley of the School of Education, Kansas State University, for suggestions concerning this study.

The information for this study was obtained by an

analysis of the Annual Agricultural Report, Agricultural Education Form Number 3, Revised March 1959, as kept on file by the State Board for Vocational Education. The reports studied were the ones submitted by the teachers of 196 vocational agriculture departments in the state of Kansas. There were a total of 207 vocational agriculture departments in Kansas secondary schools for the year 1959. The reports studied included 94.68 per cent of all vocational agricultural departments. Although the 1959 reports were not the most recent available, they were the most complete and judged best as a source of data for this study. The 1959 reports were also judged of greatest value to use in planning a program for Thailand from the time of study to twenty years in the future. It was an assumption of the study that the Vocational Agriculture Education program of Thailand was behind the program of the United States of America about twenty years. Because of the foregoing reasons, the Annual Agriculture Report of the year 1959 was selected to be the source of information for this study. The number of graduates in vocational agriculture for 1959 was secured from Agricultural Education Report Form Number 1.

This study included the total number of reports instead of using a sampling method, because it was assumed that the percentage of submitted reports was sufficiently complete to give an accurate account and it would give more accurate results than using a sampling method.

The state of Kansas was divided in seven areas for the

KVAA districts. They were: district number 1, North East Kansas; district number 2, East Central Kansas; district number 3, South East Kansas; district number 4, North Central Kansas; district number 5, South Central Kansas; district number 6, North West Kansas; and district number 7 South West Kansas (see Figure 1). The schools of each area were divided into the different types of school districts, namely, first-class city high school, second-class city high school, common school district, rural community high school, and county community high school. The results of this study were presented by tabulating an average of those responsibilities and activities of Kansas vocational agriculture teachers included in the study and were classified according to, (1) each type of school for each KVAA district, (2) each KVAA district, and (3) the entire state of Kansas.

The Annual Agricultural Report, Agricultural Education Form Number 3, Revised March 1959, was used as the source of information for this study. This report included many details concerned with Kansas vocational agriculture teachers' responsibilities and activities. The following were the responsibilities and activities that were studied:

1. Teacher load or number of enrollment as determined by the average of the number of students enrolled in all-day classes at the beginning and at the close of the year.

2. Number of visits by the teacher of vocational agriculture to the homes of students.

3. Number of miles traveled in supervision and community work.

4. Number of the students who graduated at the end of the year (secured from Agricultural Education Report Form Number 1).

5. Number of graduates who were placed in farming.

6. Number of class field trips for regular instructional purposes, such as soil classification, farm ponds, terracing, pruning trees, fencing, livestock, judging, pasture trips, sheep selection, swine selection, castration and vaccination of swine.

7. Number of trips sponsored, such as camping, fishing, farming program tours, state fairs (not including regular class field trips or judging trips).

8. Number of teams trained for the contests, such as grain judging, poultry, livestock, soil, farm mechanics, demonstrations.

9. Number of completed projects of students in supervised farming programs including improvement practices and supplementary farm practices. Included were such practices as farm shop improvement, fence rebuilding, laying out terraces, castrating swine, vaccinating, pruning trees.

10. Number of parent meetings and parent-son banquets held each year.

11. Number of meetings conducted other than all-day classes, including young and adult classes, meetings conducted

in cooperation with other individuals or organizations, etc. (not including parent meetings and parent-son banquets).

12. Number of newspaper articles written annually for local newspapers, farm magazines, and others.

13. Number of community services rendered. This concerns the services which the department rendered to farmers as a part of the regular teaching procedure, and was done on field trips for practice work by the students. Included were such services as culling flocks, testing herds, testing seed, terracing fields, etc.

14. Number of cooperative efforts designed to help the students in selling, buying, financing, etc.

15. Number of organizations to which the teachers belong including both public and professional organizations, such as Farm Bureau, Grange, Farmer's Union, civic groups, Chamber of Commerce, P. T. A., NVATA, KVATA, KSTA, NEA, etc.

The writer of this report did not design a definition of terms section for the study. An attempt was made to explain clearly all terms as they were used.

REVIEW OF LITERATURE

Selected readings were reviewed in connection with this study. No attempt was made to include all related writings. Those reviewed herein include those which appeared most pertinent to the study.

The Vocational Agriculture program of the state of Kansas

for the year 1959 was reported[1] that:

> Vocational Agriculture is both a day-school and evening program in the high schools of Kansas. Most of our programs are conducted in the rural high schools, although we do have a few flourishing programs in city school districts.

The teaching program was indicated that:

> Three-fifths of the Vocational Agriculture program is devoted to a study of technical agriculture, and its application to the supervised farming programs carried by the students. We know that much of our success in teaching depends upon the farming program which each day-school student is required to carry, and upon the cooperation between the parents and the vocational agriculture teachers in training the student. This cooperation is accomplished through well-planned supervisory farm visits. Two-fifths of the teaching program is devoted to the farm mechanics. In view of the large investment in machinery and equipment required in operating modern Kansas farms, every farm operator needs to be skilled in the care, adjustment, and maintenance of these items. Many former Vocational Agriculture students now farming in their own right, have on their farms, excellent farm shops where they maintain and repair machinery and equipment during slack seasons. With the coming of electricity to the farms, electric welding has become a part of these shops. There is a great demand for training in this skill. Our Vocational Agriculture teachers are well qualified to give this training.

The report indicated[2] that the number of vocational departments would be decreased in the following year because "The reason in most cases was low enrollment, or an enrollment having a large percentage of town boys." It also explained that "comparing our enrollment to State census figures, at present we are reaching only 50 per cent of the farm boys of high school age, even though 90 per cent of the farm boys are enrolled

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[1] Kansas State Board for Vocational Education, Annual Report of Vocational Education Services, Topeka, Kansas, 1959, p. 5.

[2] Ibid.

in Vocational Agriculture in the schools in which it is offered."

In the phase of adult and young farmers program, it was reported[1] that:

> Thirty-six young farmer classes and thirty-nine adult farmer classes were completed. Eleven hundred farmers were enrolled in these classes. The members of each class, with the guidance of the teacher, decide on the material that will be covered by instruction and practice. The Vocational Agriculture teacher visits each young or adult farmer on his farm to give assistance in putting instruction into use, or consideration of other farm problems that may arise.

The success of the teachers in training teams of students for the contests was reported[2] that:

> One hundred-fifteen three-man teams entered the 1959 annual State high school judging contests in agriculture, eighty-two two-man teams entered the farm mechanics contests, fourty-three three-man teams entered the entomology contests, and thirty-two teams entered dairy products judging. In addition, twenty individuals competed in the news-writing contest.

Bail[3] wrote, "Improving Instruction Through Supervision (What Do Studies Show?)." He pointed out that:

> The activities in which teachers engaged were studied by Quimby in Oklahoma. He found that in addition to regular classroom activities teachers participate in many school, community, and civic organizations. They also spent time participating in fairs, shows, judging contests, field trips, and personal service work, largely of a veterinary nature.

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[1] Kansas State Board for Vocational Education, Annual Report of Vocational Education Services, Topeka, Kansas, 1959, p. 6.

[2] Ibid. p. 8.

[3] Joe P. Bail, "Improving Instruction Through Supervision (What Do Studies Show?)." Agricultural Education Magazine, February 1958, 30:8 pp. 181-183.

Tolbert, in Georgia, found that teachers in single-teacher departments averaged 56 hours per week in professional activities. Fourty per cent of time was spent with all-day students with supervisory visits being made on two-thirds of work days.

Zimmerman reported that the average teacher in his study spent 57 hours per week on the job during the school year.

Purkey, in Ohio, found that teachers averaged 56 hours per week during school months and 44 hours per week in the summer. The high school program occupied 65 per cent of the total time of teachers.

Darrow reported that experienced teachers felt that a desirable teaching load was from 23-51 high school students plus 1-3 classes for organized out-of-school groups with enrollment of up to 16 each.

The instruction, supervision, and preparation for instruction should require over 60 hours per week, plus participation in agriculture, civic, and educational activities of the community.

On the teacher load, Loughry[1] wrote that:

Should we have a set pupil-teacher ratio in vocational agriculture? Is it possible to measure teacher load or teacher efficiency by the number of pupils the teacher has in his class every day? We should seriously question those who would measure load or efficiency of teachers by the number of pupils in their classes. It is conceivable that a teacher with twenty pupils may be doing as much work as another teacher with fifty or sixty pupils.

He indicated that the following are the identifiable areas of teacher load:

1. All-day classroom instruction.
2. Preparation of classroom instruction.
3. Study hall assignment.
4. Future Farmers of America.
5. Extracurricular activities.
6. Proetoring.
7. In-school counseling.
8. Adult and young farmer classes.

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[1] Robert J. Loughry, "Teacher Load." Agricultural Education Magazine, December 1957, 30:6 p. 138.

9. Home visitation and/or instruction of all-day pupils.
10. On-farm instruction of adult and/or young farmer pupils.
11. Farm organization meetings.
12. Preparation and distribution of public relations materials.
13. Professional group meetings.
14. "House cleaning."
15. Professional improvement.

Horner[1] reported that the research made in Nebraska to compare the teaching load of the teachers, showed that the teaching load of the teachers of vocational agriculture was not less than of the other teachers. He stated that:

> We have thought, for years, that the instructor of vocational agriculture conducts more adult education, does more community work, and other activities than most teachers. Our belief seems to be well founded.

The number of vocational agriculture students who graduated and percentage of graduates who were placed in farming have been studied in several states. Dr. A. W. Tenney[2] stated that "Statistical reports indicate that some 70,000 farm boys are being graduated from courses in vocational agriculture each year. About 40 per cent of these graduates become farmers."

In the state of Kansas, Arnold and Woodin reported that:

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[1] J. T. Horner, "Our Ag Man Has A Light Load--This Research Study Says No." Agricultural Education Magazine, November, 1962, 35:4 pp. 94-96.

[2] A. Webster Tenney, "Agricultural Education for a Changing Rural America." American Vocational Journal, March, 1962, pp. 4-5.

[3] W. M. Arnold and J. C. Woodin, "Vocational Agriculture in Kansas." American Vocational Journal, February 1960, p. 12.

> Approximately 1,000 boys who have taken all the vocational agriculture offered in their high schools graduate annually. A study completed in 1955, covering the years 1941 and 1948, showed that approximately 45 per cent of these graduates were in the business of farming.

Bradley[1] found that "the vocational agriculture students in Kansas who graduated in the year 1959 were still in farming 31 per cent and in farm related 6.7 per cent in the year 1960."

Bender[2] in Ohio, found that "24.6 per cent of vocational agriculture students who graduated in the year 1959 were in full-time farming, 24.8 per cent in part-time farming, and 9.2 per cent in related farming."

Ritchie[3] wrote "Guidance and Orientation in Agricultural Education (What Do Studies Show?)." He pointed out the percentage of graduates who were entered into farming found in several states during the years 1952 to 1957. The following are some states selected from his report: "New York found by Ketcham was 60 per cent, North Carolina by Bell was 55 per cent, Nebraska by Nicklas was 53 per cent, and Georgia by Keene was 36 per cent."

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[1] Howard R. Bradley, "The Status Of Kansas High School Graduates Who Majored in Vocational Agriculture." Agricultural Education Magazine, November 1962, 35:4 p. 100.

[2] Ralph E. Bender, "Vocational Status of Ohio Graduates In Vocational Agriculture When Out-of-School One and Five Years." Agricultural Education Magazine, April 1961, 33:10 pp. 236-237.

[3] Austin E. Ritchie, "Guidance and Orientation in Agricultural Education (What Do Studies Show?)." Agricultural Education Magazine, April 1958, 30:10 pp. 224-225.

Elliott[1] in Maine, reported that:

> . . . of the 747 graduates, during their first year out of high school, 48.32 per cent remained in some phase of agriculture; of these, 30.52 per cent were farming, 10.44 per cent in non-farm agriculture occupations, and 7.36 per cent enrolled in agricultural colleges.

The visits to homes of students, Bundy[2] reported that:

> The 273 vocational agriculture instructors in Iowa, during the 1954-1955 period, visited their students on their home farms an average of less than one visit. Those who conducted classes for young farmers made approximately three visits to each enrollee during the year.

Raine[3] studied on the results of visits to home farms of students. He showed that, at the end of a year of instruction of a ninth grade class divided into two groups of 16 boys each, the group which had been visited six times had made greater progress in terms of several measures of their farming programs than had the boys visited three times only.

Wiegers[4] wrote on the topic "Providing On-Farm Instruction (What Do Studies Show?)." He showed the average number of visits to homes of students and miles traveled by the teachers of vocational agriculture found in some states as follows:

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[1]Wallace H. Elliott, "After Vo-Ag What?" Agricultural Education Magazine, May 1961, 33:11 pp. 259-260.

[2]C. E. Bundy, "On-Farm Instruction." Agricultural Education Magazine, July 1957, 30:1 p. 4.

[3]J. V. Raine, "Do Home Visits Bring Results?" Agricultural Education Magazine, October 1952, 25:4 pp. 82-83.

[4]G. W. Wiegers, "Providing On-Farm Instruction (What Do Studies Show?)." Agricultural Education Magazine, June 1958, 30:12 pp. 274-275 and 277.

A Virginia study showed that teachers visited each student an average of 3.3 times during the year. In Tolbert's study of the use of professional time by teachers of vocational agriculture in Georgia, it was reported that boys were visited nearly six times during the year.

The average amount of teacher travel per department in Arizona was found to be over five thousand miles per year, with an average of 250 student visits. Approximately 65 per cent of total travel was used for student visits. Palmer found in Ohio an average of 190 supervisor farming visits per department for the year, and an average of nearly seven miles traveled for each visit. The average miles per student for this purpose by the department ranged from 12 to 57 miles. Of the total number of miles traveled per department nearly 80 per cent was used for supervised farming.

A study of travel of teachers of vocational agriculture by Ball showed that teachers traveled 5,443 miles per year in Kentucky; of this amount 66 per cent was for on-farm supervision. Of the travel for on-farm supervision, 73 per cent was for high school boys, 11 per cent to young farmers, and 16 per cent to adult farmers. High school boys received an average of nearly four visits during the year; young and adult farmers three visits each.

Conducting field trips, Bundy[1] reported that:

> For the fiscal year ending in 1955, Iowa teachers conducted 3,751 field trips and project tours, an average of 13.7 per department. Some of the trips and tours were sponsored primarily for young farmers and adults. Assuming three day classes per department, the average teacher in the state made only four field trips and tours with each class during the entire year - an average of one trip each three months.

He raised up a question after the findings that "Are teachers of vocational agriculture including in their instructional programs sufficient field trips and tours to meet the on-farm instruction?"

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[1] C. E. Bundy, "On-Farm Teaching." Agricultural Education Magazine, July 1957, 30:1 p. 4.

The time spent on training teams for contest have been recommended that teachers should provide extra time besides regular classroom sessions for training. Hirshey[1] wrote that:

> Here is how the team was trained. Besides classroom sessions, the team had several special sessions. Two weeks before the sub-district contest, the team was selected and trained. A total of two nights, one night each week, and several study hall periods were used as training sessions. After the sub-district contest, a similar two weeks training preceded the district and state contests.

On supervised farming program Bundy[2] stated that:

> Farming programs today include prospective projects, enterprise or farm improvement projects and supplementary farm practices. These three types of activities carried out during a four to six year period should involve every enterprise and activity on the farm. The average student at best can carry only two or three productive projects per year. We would like for at least one of them to be a continuation project. A boy's farming program experience will be very limited if it is confined to productive project activities.
>
> Enterprise and other improvement projects and the introduction of supplementary farm practices can probably result in the development of more skills by the boy and bring about more changes in the efficiency of the operation of the home farm than can be done by the carrying of productive projects. A good farming program must involve all three types of activities.

Miller[3] in Ohio reported that, "During 1959-1960, the 50 students completed a total of 107 productive projects; 61 crop and 46 livestock."

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[1] Kenneth Hirshey, "FFA Contest: How to Win One." Agricultural Education Magazine, April 1961, 33:10 pp. 224-225.

[2] C. E. Bundy, "Developing Farming Programs of Vocational Agriculture Students." Agricultural Education Magazine, October 1957, 30:4 p. 78.

[3] F. L. Miller, "Can Vo-Ag Serve the Boy With Limited Opportunity?" Agricultural Education Magazine, November 1962, 35:4 p. 93.

The result of holding parent-son banquets was stated by Bailey[1] that:

> On numerous occasions the writer has heard teachers remark that the parent-son banquet provides them the best opportunity to inform the public of their total vocational agriculture program. These same teachers likewise felt that support from the parents and their comments following the banquet provide a fairly reliable index as to the community's acceptance of the total program of vocational agriculture.

Preparing newspaper articles is one of the most important professional problems of the vocational agriculture teachers. It was reported by Montgomery[2] that from his study made in the year 1952, indicated that among 87 professional problems of teachers of vocational agriculture, preparing news articles ranked first with 66 per cent of the teachers checking. He indicated that:

> Percentage of problems within the first 20 items were; (1) writing feature articles, 49; (2) making suitable pictures for publication, 48; (3) developing appropriate planning bodies, such as councils or advisory committees, 48; and (4) assisting students in preparing news, 40.

Summer programs of activities for Kansas vocational agriculture teachers reported by Bradley[3] that:

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[1]Zeno E. Bailey, "Your Parent-Son Banquet--Is It Getting Better Each Year?" Agricultural Education Magazine, November 1962, 35:4 p. 93.

[2]R. W. Montgomery, "Public Relations in Vocational Agriculture (What Do Studies Show?)" Agricultural Education Magazine, December 1957, 30:6 pp. 126-127.

[3]Howard R. Bradley, "The Developing of a Suggested Summer Program of Activities for Kansas Vocational Agriculture Teachers." Non-Thesis Study, 1959-1960 19 pp. School of Education, Kansas State University, Manhattan, Kansas.

> Average amount of time recommended by Kansas vocational agriculture teachers for summer programs were: Planning for school year 30.26 per cent, Future Farmers of America activities 10.30 per cent, supervising farming program 17.40 per cent, professional improvement 17.98 per cent, school and community service 8.50 per cent, publicity 5.12 per cent, out-of-school agriculture program 7.85 per cent, and record and reports 2.6 per cent.

His suggestion after this study stated that:

> Summer time program would be as follows: Planning for school year 20.0 per cent, professional improvement 14.0 per cent, supervising farming program 24.0 per cent, Future Farmers of America activities 8.0 per cent, community service 10.0 per cent, and out-of-school program 16.0 per cent. Under this plan 40.0 per cent of the teachers' time would be used for supervising farming programs and out-of-school programs.

It was the intention of the writer in presenting this review of literature to provide the background necessary as much as possible to make the data gathered and summaried in the sections following more meaningful.

FINDINGS

In Figure 1, "The Seven KVAA Districts," is presented the seven areas of Kansas as designated for use in this study.

In Figure 2, "Percentage of Vocational Agriculture Teachers Taught in Each Type of School In Kansas for the Year 1959," it was showed that 1.89 per cent of vocational agriculture teachers in Kansas taught in first-class city high schools, 25.47 per cent of the teachers taught in second-class city high schools, 31.60 per cent taught in common school districts, 32.08 per cent taught in rural high schools, and 8.39 per cent taught in county community high schools.

1. The Students in the Teacher Load

In Table VIII it is shown that there were approximately 35 students enrolled in each vocational agriculture department in the state of Kansas for the year 1959. The findings indicated that the average enrollments of the vocational agriculture departments in the Eastern part of Kansas (North East, East Central, and South East Kansas) was larger than of the other parts of Kansas. The average enrollments of the vocational agriculture departments in the Western part of Kansas (North West and South West) was smaller. The difference in the average enrollments between the largest (vocational agriculture departments in South East Kansas) and the smallest (vocational agriculture departments in North West Kansas) was approximately 14 students.

In North East Kansas (Table I) there were approximately 37 students enrolled in the average vocational agriculture department. In this area there was one county community high school. This school had the largest enrollment in vocational agriculture in the North East area. The vocational agriculture teachers who taught in second-class city high schools had the smallest average number of students in their teaching load. The difference between the largest and smallest average enrollments for this area was 22 students. There were no vocational agriculture departments in first-class city high schools of this area.

In East Central Kansas (Table II) there were approximately

38 students enrolled in the average department of vocational agriculture in the secondary schools. The findings showed that the vocational agriculture teachers who taught in first-class city high schools had a large number of students in their teaching load than the teachers in the other types of schools. The vocational agriculture teachers who taught in rural high schools had the smallest number of students in teaching load. The median number of students in the vocational agriculture teacher's load among the different types of schools in this area was at the level of the teachers who taught in common school districts. The average vocational agriculture teacher taught 33 students. It was less than the average number of students in the vocational agriculture teachers' load in the total area by five students. The range was approximately 29 students.

The vocational agriculture teachers in South Central Kansas (Table III) had approximately 42 students in their average teaching load. This is more than the average number of students in the vocational agriculture teacher's load for the state of Kansas (Table VIII) because the findings that are shown in Table III indicated that the vocational agriculture teachers who taught in county community high schools and first-class city high schools of this area had a number of students in their teaching load larger than the other types of schools. This increased the average number of students for the South Central area of Kansas more than the average of the other areas

in the state of Kansas. The data showed that the vocational agriculture teachers who taught in community high schools of this area had a larger number of students in their teaching loads than the vocational agriculture teachers who taught in the other types of schools in the same area. It was found that the vocational agriculture teachers who taught in county community high schools of this area had the largest number of students in their teaching load in the state of Kansas (approximately 61 students). The vocational agriculture teachers who taught in common school districts had the smallest number of students in their teaching loads (approximately 30 students).

The vocational agriculture teachers in North Central Kansas (Table IV) had approximately 34 students in the average teacher load. The vocational agriculture teachers who taught in community high schools had an average teaching load of 47 students and ranked highest. The vocational agriculture teachers who taught in first-class city high schools had an average teaching load of 45 students and ranked second. The vocational agriculture teachers who taught in rural high schools had an average teaching load of 24 students and ranked lowest. The median of the number of the students in the teachers' loads among the different types of schools was at the level of the vocational agriculture teachers who taught in common school districts, and was 30 students per teacher. The average and the median of the number of the students in the vocational agriculture teachers' loads in this area were below the average

number of students in the vocational agriculture teachers' loads for the state of Kansas (Table VIII).

In South Central Kansas, there were vocational agriculture departments in three types of schools: Second-class city high schools, common school districts, and rural high schools. The vocational agriculture teachers had an average of 36 students in their teaching load. The average number of students in the teaching load of the vocational agriculture teachers who taught in first-class city high schools and rural high schools of this area was higher than the average number of students in the teaching loads of the vocational agriculture teachers in the entire state. The average number of students in the teaching loads of the vocational agriculture teachers who taught in common school districts was below the average number of students in the teaching load of vocational agriculture teachers for the entire state of Kansas.

In North West Kansas (Table VI), there were no vocational agriculture departments in the first-class city high schools. The average number of students in the vocational agriculture teacher's load was approximately 28 students. It was below the average number of students in the vocational agriculture teachers' loads for the entire state of Kansas. The average number of students in the teaching load of the vocational agriculture teachers in all types of the schools except county community high schools was lower than the average number of students in the teaching load of the vocational agriculture

teachers of this area and also of the entire state of Kansas.

The vocational agriculture teachers in South West Kansas (Table VII) had an average of 30 students in their teaching loads. It was lower than the average of students in to vocational agriculture teachers' loads for the entire state of Kansas. The average number of students in the teaching load of the vocational agriculture teachers who taught in the county community high schools was the largest, and of the rural high schools was smallest. There were no vocational agriculture departments in first-class city high schools in this area.

The average of students in the teaching loads of the vocational agriculture teachers which taught in the different types of schools (Table I through Table VIII) varied from approximately 22 to 60 students. The average number of students in the teaching load of the vocational agriculture teachers who taught in the different KVAA districts varied from 28 to 42 students. The median of the average number of students in the teaching loads of the vocational agriculture teachers for KVAA districts was the same as the average number of students in the teaching loads of the vocational agriculture teachers who taught in South Central Kansas, (36 students). This was more than the average number of students in the teaching loads for the vocational agriculture teachers for the entire state of Kansas by one student.

2. The Graduates and Graduates Placed in Farming

For the school year 1958-1959, there were approximately

seven students (Table VIII) graduated from each vocational department which had the fourth year class in the state of Kansas. On the average three students who graduated in the 1959 school year from each vocational agriculture department in the state of Kansas were placed in farming. In other words, 42.86 per cent of the students who graduated from vocational agriculture departments of secondary schools in the state of Kansas in the year 1959, entered into farming. Also the average number of students who graduated from the vocational agriculture departments in the different KVAA districts varied from approximately five to nine students, and the number of graduates who were placed in farming in the different KVAA districts varied from three to four students. The median of the average number of students by districts who graduated from the vocational agriculture departments of the secondary schools in Kansas, and also of graduates who were placed in farming among the eight KVAA districts were at the level of KVAA district number 5 (South Central Kansas). The two medians indicated that the average number of graduates placed in farming were three students. It was shown that the median number of graduates and graduates placed in farming, previously mentioned, were the same as the average number of graduates and graduates placed in farming for the average vocational agriculture departments in the state of Kansas.

In North East Kansas (Table I), the vocational agriculture departments had approximately the same average number of grad-

uates and graduates placed in farming as the vocational agriculture departments for the entire state of Kansas. There were an average of seven graduates and an average of three graduates placed in farming. The vocational agriculture departments of the county community high schools had the largest number of enrollments, also had the largest number of graduates and graduates placed in farming. The average number of graduates and graduates placed in farming varied from five to thirteen and two to six respectively among the different types of schools in all the KVAA districts.

For East Central Kansas (Table II), the vocational agriculture departments had approximately seven graduates and four graduates placed in farming. The vocational agriculture departments of the first-class city high schools which had the largest enrollments, also had the largest number of graduates and graduates who were placed in farming. The vocational agriculture departments of the rural high school which had the smallest enrollments, also had the smallest number of graduates and graduates who were placed in farming. The average number of graduates and graduates placed in farming among the different types of schools in this area varied from five to nine and two to five respectively.

In South East Kansas, there were approximately nine students (Table III) graduated from each vocational agriculture department of the secondary schools, and approximately four of those nine graduate students were placed in farming. In other

words, there were 44.44 per cent of the vocational agriculture students who graduated from the vocational agriculture departments in South East Kansas for the year 1959 were placed in farming. The vocational agriculture departments of the first-class city high schools had the largest number of graduates and also largest number of graduates who were placed in farming. The vocational agriculture departments of the second-class city high schools had the smallest number of graduates and graduates placed in farming. The average number of students who graduated from vocational agriculture departments of the different types of schools in this area varied from approximately six to thirteen, and average of graduates who were placed in farming varied from approximately three to six. The average number of graduates and graduates placed in farming of this area were largest as shown in Table VIII.

There were approximately eight students of each vocational agriculture department in North Central Kansas (Table IV) who graduated in the year 1959. Approximately three of those graduates were placed in farming. In other words, 37.50 per cent of the vocational agriculture students who graduated from the vocational agriculture departments in this area for the year 1959 were placed in farming. The vocational agriculture departments of the county community high schools had the largest number of graduates and graduates placed in farming among the different types of schools in this area. The average number of graduates of the different types of schools

varied from five to nine, and the average number of graduates placed in farming varied from two to five.

In South Central Kansas, there were approximately seven students (Table V) of each vocational agriculture department who graduated, and approximately three of those graduates entered into farming. In other words, 42.86 per cent of the vocational agriculture students who graduated from the vocational agriculture departments in South Central Kansas for the year 1959 entered into farming. There were no vocational agriculture departments in the first-class city high schools in this area. The vocational agriculture departments of the second-class city high schools which had the largest enrollments, also had the largest number of graduates and graduates placed in farming. The average number of graduates and graduates placed in farming among the different types of schools varied from five to eight and two to four respectively.

The average number of vocational agriculture students who graduated from the vocational agriculture departments in North West Kansas for the year 1959 (Table VI) was five persons per department, and the average three of those graduates entered into farming. In other words, 60.00 per cent of the vocational agriculture students who graduated from the vocational agriculture departments in this area for the year 1959 entered into farming. The vocational agriculture departments of the county community high schools which had the largest enrollments also had the largest number of graduates and graduates placed in

farming. The vocational agriculture departments of the rural high schools which had the smallest enrollments, also had the smallest number of graduates and graduates placed in farming. The average number of graduates among the different types of schools in this area varied from four to six, and of graduates who were placed in farming varied from two to four.

The vocational agriculture departments of secondary schools in South West Kansas (Table VII) had an average of five graduates placed in farming. It was shown that 60.00 per cent of the vocational agriculture students who graduated from vocational agriculture departments in South West Kansas for the year 1959 were placed in farming. The vocational agriculture departments of county community high schools which had the largest enrollments, also had the largest number of graduates and graduates placed in farming for this area. The average number of graduates and graduates placed in farming among the different types of the secondary schools in this area varied from four to six and two to three respectively.

The average number of vocational agriculture students who graduated and the average number of graduates who were placed in farming from the vocational agriculture departments of the different types of secondary schools (Table I through Table VII) varied from approximately four to thirteen and two to six respectively.

3. Visits to the Homes of Students and Number of Miles Traveled in Supervision and Community Services

The vocational agriculture teachers in the state of Kansas visited the homes of their students (Table VIII) an average of 93 times for the year 1959. This is approximately three times per student. The average number of visits to homes of students by vocational agriculture teachers in the different KVAA districts of Kansas varied from an average 64 to 143 times. The number of visits varied in direct relationship to the average number of students in the teaching load. There were two KVAA districts, South Central Kansas and North West Kansas, which had an average of two visits per student in the homes. This was less than the average number of the other KVAA districts and also of the entire state of Kansas which averaged three times per student.

The vocational agriculture teachers of the state of Kansas traveled an average number of 3,653.11 miles (Table VIII) in supervision and community services for the year 1959. The vocational agriculture teachers in South East Kansas had the largest number of miles traveled in supervision and community work, and the vocational agriculture teachers in North East Kansas had the smallest number of miles traveled in supervision and community work on the average.

The average number of miles traveled in supervision and community services by the vocational agriculture teachers in the different types of secondary schools of all KVAA districts (Table I through Table VII) varied from approximately 1,850 to 10,000 miles.

The findings also showed that the vocational agriculture teachers of the different types of secondary schools in Kansas had an average of two to three visits per student to the homes of the students. A majority of the vocational agriculture teachers made three visits per student (Table I through Table VII).

4. Class Field Trips for Regular Instructional Purposes

The vocational agriculture teachers in the state of Kansas conducted class field trips (Table VIII) for regular instructional purposes on an average of 41 trips for the year 1959. It was approximately 10 trips per class. The average number of class field trips for regular instructional purposes by the vocational agriculture teachers in the different KVAA districts varied from approximately 32 to 64 trips. The vocational agriculture teachers of South East Kansas had the largest number of class field trips for regular instructional purposes (approximately 64 trips), and the instructors in South Central Kansas and South West Kansas had the smallest (approximately 32 trips). The rest of the KVAA districts had an average of 40 field trips for each department.

The vocational agriculture teachers in the different types of secondary schools in all KVAA districts (Table I through Table VII), most conducted class field trips for regular instructional purposes between 30 to 60 trips. There were the vocational agriculture teachers of the county community high schools in South East Kansas and of the common school districts in North Central

Kansas had an average of class field trips for regular instructional purposes more than 60 trips. The vocational agriculture teachers of second-class city high schools in South Central Kansas and South West Kansas, and of county community high schools in North West Kansas had an average of class field trips between 20 and 29 trips. There were only the instructors of first-class city high schools in North Central Kansas conducting class field trips for regular instructional purposes less than 20 trips.

5. Sponsored Trips

The vocational agriculture teachers in the state of Kansas conducted an average of three sponsored trips (Table VIII) for the year 1959. The vocational agriculture teachers in East Central Kansas and North Central Kansas conducted an average of four sponsored trips, and the vocational agriculture teachers in South East Kansas conducted an average of three sponsored trips. The vocational agriculture teachers in the rest of the KVAA districts; North East Kansas, South Central Kansas, North West Kansas, and South West Kansas conducted an average of two sponsored trips.

The vocational agriculture teachers in the different types of secondary schools of all KVAA districts (Table I to Table VII) conducted on the average between two and four sponsored trips. The vocational agriculture teachers of the second-class city high schools in North West Kansas and North East Kansas conducted sponsored trips one time on the average. The vocational agri-

culture teachers of the county community high schools in South East Kansas and first-class city high schools in North Central Kansas conducted sponsored trips more than four times on the average.

6. Teams Trained for Contests

The training of teams of students for contests by the vocational agriculture teachers in the state of Kansas (Table VIII) included the training on the average of five teams of students for the various types of contests held for the year 1959. The vocational agriculture teachers in South East Kansas had the largest number of teams trained for contests (an average of seven teams), and the vocational agriculture teachers in South West Kansas had the smallest number of teams trained for the contests (an average of four teams). The vocational agriculture teachers in the rest of the KVAA districts; North East Kansas, East Central Kansas, North Central Kansas, South Central Kansas, and North West Kansas trained an average of five teams. The vocational agriculture teachers who taught in the various types of secondary schools in all KVAA districts had an average of three to six teams trained for the contests. The vocational agriculture teachers of first-class city high schools in East Central Kansas and South East Kansas, and county community high schools in North East Kansas and South East Kansas had an average of more than six teams trained for the contests. The vocational agriculture teachers of the county community high schools in East Central Kansas trained on the average less than

three teams for the contests. The vocational agriculture teachers of the first-class city high schools in South East Kansas had the largest number of teams trained for the contests (an average of ten teams, Table III). The vocational agriculture teachers of the county community high schools in North East Kansas (Table I) had the smallest number of teams trained for the contests (an average of two teams).

7. Supervision of Student's Farming Program

The vocational agriculture students in the average vocational agriculture departments of the secondary schools (Table VIII) in the state of Kansas, under the supervision of the vocational agriculture teachers, completed the projects in supervised farming programs including improvement practices (approximately 64 projects) and supplementary farm practices (approximately 93 projects) for the year 1959. In other words, each vocational agriculture student who enrolled in the vocational agriculture departments of the secondary schools in the state of Kansas in the year 1959 completed in improvement practices (an average of two projects) and in supplementary farm practices (an average of three projects). The average number of completed projects of the student in improvement practices and supplementary farm practices in the state of Kansas for the year 1959 varied between two and three and two and four respectively. There were only the vocational agriculture students in South West Kansas who had below the range previously mentioned in the average number of completed projects in improvement practices and supplementary farm practices.

The vocational agriculture students in North East Kansas had the largest number of completed projects in improvement practices and supplementary farm practices, because the number of completed projects of the students in the county community high schools (only one in this area) was much larger than the average. It was indicated that each student in the vocational agriculture department of this school completed an average of five projects in improvement practices and an average of eight projects in supplementary farm practices.

The average number of completed projects in improvement practices and supplementary farm practices of the students in the vocational agriculture departments of the different types of the secondary schools in all KVAA districts (Table I through Table VII) were on the average the same as the average number of the entire state of Kansas. The completed projects of the students in the vocational agriculture departments of the different types of the secondary schools in all KVAA districts in improvement practices varied between two and three, and in supplementary farm practices varied between two and four.

8. Meetings Other Than Day Classes

The average number of meetings conducted other than day classes (including parent meetings, parent-son banquets, and other meetings) by the vocational agriculture teachers for the entire state of Kansas, and for each KVAA district is shown in Table VIII.

The vocational agriculture teachers in the state of Kansas

conducted parent meetings an average of once a year. For each KVAA district, it was shown that the vocational agriculture teachers in all KVAA districts except East Central Kansas conducted an average of one parent meeting for the year 1959. The vocational agriculture teachers in East Central Kansas conducted an average of two parent meetings. The information presented in the findings indicated that 22.47 per cent of the vocational agriculture teachers of the state of Kansas did not hold parent meetings. The percentage of the vocational agriculture teachers who did not hold parent meetings in each KVAA district was as follows: North East Kansas, 45.00 per cent; East Central Kansas, 13.33 per cent; South East Kansas, 20.00 per cent; North Central Kansas, 20.59 per cent; South Central Kansas, 24.34 per cent; North West Kansas, 24.34 per cent; and South West Kansas, 13.05 per cent.

The vocational agriculture teacher, or teachers, of each vocational agriculture department in the state of Kansas have normally held a parent-son banquet once a year. In the year 1959, it was indicated that 86 per cent of the vocational agriculture teachers in the state of Kansas (Table VIII) held a parent-son banquet, and 14 per cent of the vocational agriculture teachers did not hold a parent-son banquet. North East Kansas had the largest percentage of the vocational agriculture teachers who held a parent-son banquet (98.00 per cent). South West Kansas had the smallest percentage of the vocational agriculture teachers who held a parent-son banquet

(71.00 per cent). It was also indicated that more than 90 per cent of the vocational agriculture teachers in North East Kansas, East Central Kansas, South East Kansas, and North Central Kansas held a parent-son banquet. In South Central Kansas, North West Kansas, and South West Kansas, the percentage of the vocational agriculture teachers who held a parent-son banquet was less than 90, but more than 70 per cent.

The vocational agriculture teachers in the state of Kansas conducted an average of 13 other meetings (Table VIII) for the year 1959. The vocational agriculture teachers in East Central Kansas had the largest average number of other meetings (32 meetings), and the vocational agriculture teachers in South East Kansas had the smallest average number of other meetings (7 meetings). The vocational agriculture teachers in the rest of the KVAA district conducted other meetings and varied on the average from eight to eleven meetings. The vocational agriculture teachers of the different types of the secondary schools in all KVAA districts conducted (Table I through Table VII) other meetings and varied on the average from six to twenty meetings. There was a vocational agriculture teacher of a first-class city high school (only one school) in East Central Kansas (Table II) who conducted other meetings totaling more than the range above (120 meetings). There were vocational agriculture teachers in the first-class city high schools in South East Kansas and North Central Kansas, the rural high schools in South Central Kansas, and the second-class city

high schools in North West Kansas who conducted an average of less than six other meetings.

9. Newspaper Articles Written

The vocational agriculture teachers in the state of Kansas wrote (Table VIII) an average of 19 newspaper articles for the year 1959. The vocational agriculture teachers of North East Kansas and North Central Kansas had the largest average number of newspaper articles written (25 articles), and the vocational agriculture teachers in South West Kansas had the smallest average number of newspaper articles written (9 articles). The vocational agriculture teachers in the rest of the KVAA districts wrote newspaper articles and varied on the average from 15 to 23 articles.

The vocational agriculture teachers who taught in the different types of the secondary schools for all KVAA districts wrote newspaper articles (Table I through Table VII) and varied mostly on the average from 10 to 40 articles. There were vocational agriculture teachers of the county community high schools in North East Kansas, South East Kansas, and North Central Kansas who wrote on the average more than 40 newspaper articles. There were vocational agriculture teachers of the second-class city high schools in North East Kansas and South East Kansas, and of the rural high schools in South East Kansas who wrote on the average less than 10 newspaper articles.

10. Community Services

The vocational agriculture teachers in the state of Kansas

conducted class field trips for the purpose of the community services (Table VIII) on the average of four trips for the year 1959. The vocational agriculture teachers of the different KVAA districts rendered community services and varied on the average from three to five times. The vocational agriculture teachers who taught in East Central Kansas rendered an average of five community services and ranked highest. The vocational agriculture teachers of North East Kansas, South East Kansas, and South Central Kansas rendered an average of four community services and ranked second. The vocational agriculture teachers in North Central Kansas, North West Kansas, and South West Kansas rendered an average of three community services and ranked lowest.

The vocational agriculture teachers who taught in the different types of the secondary schools in all KVAA districts (Table I through Table VII) conducted class field trips for the purpose of the community services and varied on the average from three to five trips. There was a vocational agriculture teacher who taught in the first-class city high school (only one school) in East Central Kansas who rendered an average of eight community services which was more than the above range.

11. Cooperative Efforts

The vocational agriculture teachers in the state of Kansas helped their students in cooperative efforts (Table VIIII) an average of two times for the year 1959. The vocational agriculture teachers in all KVAA districts except North West Kansas

helped their students an average of two times in cooperative efforts. The vocational agriculture teachers who taught in North West Kansas helped their students an average of once in cooperative efforts.

The vocational agriculture teachers who taught in the different types of the secondary schools in all KVAA districts helped their students (Table VIII) in cooperative efforts on the average of one to three times. It was indicated that the percentage of the vocational agriculture teachers who help their students in cooperative efforts in the common school districts in South Central Kansas, in the second-class city high schools in North West Kansas, and in the rural high schools in South West Kansas was smaller than the percentage of the vocational agriculture teachers who help their students in the cooperative efforts of the rest of the secondary schools in all KVAA districts. The vocational agriculture teachers who taught in these schools had an average of less than one time for helping their students in cooperative efforts. The vocational agriculture teachers who taught in the first-class city high schools in East Central Kansas and of the county community high schools in North West Kansas had the largest average number of cooperative efforts for helping their students (three times).

12. Belonging to the Organizations

The vocational agriculture teachers in the state of Kansas held memberships in four organizations on the average for the year 1959. The average number of organizations to which the

vocational agriculture teachers belonged among the different KVAA districts varied from three to five. The vocational agriculture teachers who taught in South East Kansas and North West Kansas belonged to five organizations on the average and ranked highest. The vocational agriculture teachers who taught in East Central Kansas, North Central Kansas, and South Central Kansas belonged to four organizations on the average and ranked second. The vocational agriculture teachers who taught in North East Kansas and South West Kansas belonged to three organizations on the average and ranked lowest.

The vocational agriculture teachers of the different types of the secondary schools in all KVAA districts belonged to organizations (Table I through Table VIII) and varied on the average from two to eight organizations. The findings indicated that most of the vocational agriculture teachers belonged to organizations and varied on the average from three to six organizations. Only the vocational agriculture teachers who taught in the first-class city high schools in South East Kansas and in the county community high schools in North West Kansas belonged to organizations on the average of more than the above range, and the vocational agriculture teachers who taught in the common school districts in North East Kansas and in the first-class city high schools in East Central Kansas belonged to organizations on the average of less than the above range.

SUMMARY AND CONCLUSIONS

Summary

The percentage of vocational agriculture teachers who taught in each type of the secondary schools in Kansas for the year 1959 ranged from the highest to the lowest as follows: 32.08 per cent taught in the rural high schools, 31.60 per cent taught in the common school districts, 25.47 per cent taught in the second-class city high schools, 8.31 per cent taught in the county community high schools, and 1.89 per cent taught in the first-class city high schools. The total of the vocational agriculture teachers in the state of Kansas for the year 1959 was 212 persons.

The Students in the Teacher Load. The vocational agriculture teachers in the state of Kansas had an average of 35 students in their teaching loads. The vocational agriculture teachers who taught in the different KVAA districts had an average number of the students in their teaching loads as follows: (arranged from the KVAA district in which the teachers had the highest average number of students in their teaching loads to those having the lowest) South East Kansas, 42 students; East Central Kansas, 38 students; North East Kansas, 37 students; South Central Kansas, 36 students; North Central Kansas, 31 students; South West Kansas, 30 students; and North West Kansas, 28 students. The average number of students in the teaching load of the vocational agriculture teacher who taught in the different types of secondary schools varied from 22 to 60

students.

The Graduates And Graduates Placed in Farming. The vocational agriculture departments of the secondary schools in the state of Kansas had an average of seven graduates. On the average three of those graduates were placed in farming. In other words, 42.86 per cent of the vocational agriculture students in the state of Kansas who graduated in the year 1959 were placed in farming. The average number of graduates among the different KVAA districts varied from five to nine students. The percentage of graduates who were placed in farming of each KVAA district ranged from the highest to the lowest as follows: North West Kansas and South West Kansas, 60.00 per cent; East Central Kansas 57.14 per cent; South East Kansas, 44.44 per cent; and North Central Kansas, 37.50 per cent. The average number of vocational agriculture students who graduated and the average number of graduates who were placed in farming from the different types of the secondary schools varied from four to thirteen and from two to six respectively.

Visits to the Homes of Students and Miles Traveled in Supervision and Community Work. The vocational agriculture teachers in the state of Kansas visited the homes of their students an average of three times per student for the year 1959. The average number of visits to the homes of students by the vocational agriculture teachers in all KVAA districts except South Central Kansas and North West Kansas was three

times per student. The vocational agriculture teachers who taught in South Central Kansas and North West Kansas made an average of two visits per student to the homes. A majority of the vocational agriculture teachers who taught in the different types of the secondary schools in all KVAA districts had an average of three visits per student to the homes.

The vocational agriculture teachers in the state of Kansas traveled an average of 3,653.11 miles in supervision and community work for the year 1959. The average of miles traveled among the vocational agriculture teachers who taught in the different KVAA districts varied from approximately 2,600 to 5,700 miles, and the average of miles traveled by the vocational agriculture teachers who taught in the different types of secondary schools varied between 1,850 and 10,000 miles.

Class Field Trips for Regular Instructional Purposes. The vocational agriculture teachers in the state of Kansas conducted class field trips for regular instructional purposes on an average of 41 trips or approximately 10 trips per class for the year 1959. The average number of class field trips for regular instructional purposes conducted by the vocational agriculture teachers in the different KVAA districts varied from 32 to 64 trips. A majority of the vocational agriculture teachers who taught in the different types of secondary schools in all KVAA districts conducted class field trips for regular instructional purposes and varied between 30 and 60 trips.

Sponsored Trips. The vocational agriculture teachers in

the state of Kansas conducted an average of three sponsored trips for the year 1959. The vocational agriculture teachers who taught in the different KVAA districts conducted sponsored trips and varied on the average from two to four trips. The average number of sponsored trips conducted by the vocational agriculture teachers who taught in the different types of secondary schools in all KVAA districts varied between one and eight trips.

Teams Trained for Contests. The training of teams of students for contests by the vocational agriculture teachers of the state of Kansas included the training on the average of five teams of students for the various types of contests held in the year 1959. The vocational agriculture teachers who taught in the different KVAA districts trained teams of students for contests and varied on the average from four to seven teams. The average number of teams of students trained for contests by the vocational agriculture teachers who taught in the different types of secondary schools in all KVAA districts varied on the average from two to eight teams.

Supervision of Student's Farming Program. The vocational agriculture students in the state of Kansas, under the supervision of their teachers completed the projects in supervised farming programs and including improvement practices for an average of two projects and supplementary farm practices for an average of three projects per student for the year 1959. The average number of completed projects of the students in the KVAA

districts and in the different types of schools were varied on the same range. The completed projects of students in improvement practices varied between two and three projects per student, and in supplementary farm practices varied between two and four projects per student. The vocational agriculture teachers in the state of Kansas supervised their students in farming programs to complete the projects in improvement practices for the average of 64 projects and in supplementary farm practices for the average of 93 projects per department for the year 1959.

Meetings Other Than Day Classes. The vocational agriculture teachers in the state of Kansas conducted parent meetings on an average of one meeting for the year 1959. There were 22.47 per cent of the vocational agriculture teachers in Kansas did not hold the parent meetings in this year. The vocational agriculture teachers in East Central Kansas had an average of two parent meetings.

The vocational agriculture teachers in the state of Kansas have normally held parent-son banquets once a year. In the year 1959, there were 86 per cent of the vocational agriculture teachers in the state of Kansas who held a parent-son banquet. More than 90 per cent of the vocational agriculture teachers in North East Kansas, East Central Kansas, South East Kansas, and North Central Kansas held a parent-son banquet. The percentage of vocational agriculture teachers who held a parent-son banquet in the rest of the KVAA districts was less than 90 per cent, but more than 70 per cent.

The vocational agriculture teachers in the state of Kansas

conducted an average of 13 other meetings for the year 1959. The vocational agriculture teachers who taught in the different KVAA districts conducted other meetings and varied on the average from seven to thirty-two meetings. The vocational agriculture teachers who taught in the different types of the secondary schools conducted other meetings and varied on the average from six to 120 meetings.

Newspaper Articles Written. The vocational agriculture teachers in the state of Kansas wrote an average of 19 newspaper articles for the year 1959. The average number of newspaper articles written by the vocational agriculture teachers in the different KVAA districts varied on the average from nine to twenty-five articles. The average number of newspaper articles written by the vocational agriculture teachers of the different types of the secondary schools varied on the average from six to sixty-four articles.

Community Services. The vocational agriculture teachers in the state of Kansas conducted class field trips for the purpose of community services on the average of four trips for the year 1959. The vocational agriculture teachers in the different KVAA districts rendered community services and varied on the average from three to five times. The vocational agriculture teachers of the different types of the secondary schools rendered community services and varied on the average from three to eight times.

Cooperative Efforts. The vocational agriculture teachers

in the state of Kansas helped their students an average of two times in cooperative efforts for the year 1959. The vocational agriculture teachers of the different KVAA districts helped their students in cooperative efforts and varied on the average from one to two times. The vocational agriculture teachers of the different types of the secondary schools help their students in the cooperative efforts varied on the average of one to three times.

Belonging to the Organizations. The vocational agriculture teachers in the state of Kansas belonged to four organizations on the average for the year 1959. The average number of organizations to which the vocational agriculture teachers belonged among the different KVAA districts varied from three to five organizations, and among the different types of the secondary schools varied from two to eight organizations.

Conclusions

The Kansas vocational agriculture teachers' responsibilities and activities that were selected for study in this report were averaged as follows:

For the year 1959, the average vocational agriculture teacher in the state of Kansas:

1. had 35 students in their teaching loads
2. had 7 students who graduated at the end of the year
3. had 3 graduates or 42.86 per cent of the students who graduated were placed in farming to follow-up

4. visited to the homes of students three times per student

5. traveled 3,653.11 miles in supervision and community work

6. conducted class field trips for regular instructional purposes 41 trips, or 10 trips per class

7. conducted three sponsored trips

8. trained five teams of students for the contests

9. supervised the students' farming programs, each student completed two projects in improvement practices, and three projects in supplementary farm practices

10. conducted one parent meeting

11. held parent-son banquet once (approximately 86 per cent of the teacher did in this particular year)

12. conducted thirteen other meetings

13. wrote nineteen newspaper articles

14. conducted the students to render four community services to the farmers

15. helped their students in cooperative efforts twice, and

16. belonged to four organizations.

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APPENDIX

DISTRICT NUMBER 1 NORTH EAST KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
	Hiawatha	Frankfort	Centralia	Atchinson
	Holton	Valley Falls	Fairview	
	Marysville	Waterville	Highland	
	Sebetha		Hoyt*	
			Meriden	
			Onaga	
			Powhattan	
			Rossville	
			Silver Lake	
			Tonganoxie	
			Troy	
			Wamego	
			Wetmore	

Total Vo-Ag Depts. in District 1 was 21.

Total Vo-Ag Teachers in District 1 was 21.

*School did not submit the Report.

DISTRICT NUMBER 2 EAST CENTRAL KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
Lawrence**	Borner Spring	Alma	Berryton	Cottonwood Falls
	Burlington	Alta Vista	Eskridge	
	Council Grove	Blue Mound	Hareyville	
	Emporia**	Burlingame	Highland Park	
	Garnett	Lebo	Kinkaid	
	Paola**	Lyndon	Lacygne	
	Osage City	Wellsville	Louisburg	
	Ottawa		Parker	
			Piedmont	
			Seaman	
			Shawnee-Mission	
			Washburn	
			Williamsburg	

Total Vo-Ag Depts. in District 2 was 30.

Total Vo-Ag Teachers in District 2 was 33.

Total Vo-Ag Depts. in Districts 1 and 2 was 51.

Total Vo-Ag Teachers in Districts 1 and 2 was 54.

**Schools had two teachers.

DISTRICT NUMBER 3 SOUTH EAST KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
Fort Scott	Caney	Ceda*	Altoona	Cherokee
McFarland	Chanute	Elk City	Severy	Labette**
	Cherryvale	Erie	Uniontown	
	Chetopa*	Howard		
	Eureka	Johnson		
	Fredonia	McCune		
	Girard	Riverton		
	Humboldt	St. Paul		
	Independence			
	Iola			
	Neodesha			
	Yates Center			

Total Vo-Ag Depts. in District 3 was 27.

Total Vo-Ag Teachers in District 3 was 28.

Total Vo-Ag Depts. in Districts 1, 2, and 3 was 78.

Total Vo-Ag Teachers in Districts 1, 2, and 3 was 82.

*Schools did not submit the Reports.

**School had two teachers.

DISTRICT NUMBER 4 NORTH CENTRAL KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
Salina	Abilene	Barnes	Beverly	Clay Center
	Belleville	Curtland	Clifton	Dickinson
	Beloit	Delphos	Glasco	
	Concordia	Ellsworth	Haddam	
	Herington	Greenleaf	Hope	
	Manhattan	Hanover	Jewell	
	Minneapolis	Mankato	Linn	
		Scandia	Longford	
		Washington	Miltonvale	
		Wilson	Morrowville	
			Randolph	
			Riley	
			Simpson*	
			Solomon	
			Wakefield	

Total Vo-Ag Depts. in District 4 was 35.

Total Vo-Ag Teachers in District 4 was 35.

Total Vo-Ag Depts. in Districts 1, 2, 3, and 4 was 113.

Total Vo-Ag Teachers in Districts 1, 2, 3, and 4 was 117.

*School did not submit the Report.

DISTRICT NUMBER 5 SOUTH CENTRAL KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
	Arkansas City	Attica	Buhler	
	Florence	Burns	Goessel	
	Great Bend	Cheney	Haven	
	Harper	Claflin	Inman	
	Hoisington	Clear Water*	Lindsborg	
	Kingman	Ellinwood	Oxford	
	Marion	Geneseo	Partridge	
	McPherson	Hillsboro	Pretty	
	Newton	Kiowa	Udall	
	Pratte	Medicine Lodge*		
	Winfield**	Moundridge		
		Mulvane		
		Peabody		
		Preston		
		Stafford		

Total Vo-Ag Depts. in District 5 was 35.

Total Vo-Ag Teachers in District 5 was 36.

Total Vo-Ag Depts. in Districts 1, 2, 3, 4, and 5 was 148.

Total Vo-Ag Teachers in Districts 1, 2, 3, 4, and 5 was 153.

*Schools did not submit the Report.

**School had two teachers.

DISTRICT NUMBER 6 NORTH WEST KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
	Ellis	Almena	Bird City	Cheyenne
	Hays	Alton	Darrance*	Decatur
	Osborne	Brewster	Hill City	Norton
	Phillipsburg	Downs	McDonald	Rawlines*
	Russel	Edson	Morland	Sheridan
		Jennings	Natoma	Sherman
		Lebanon	Paradise	Thomas
		Long Island	Plainsville	Trego
		Norcatur	Quinter	
		Oakley		
		Palco		
		Smith Center		
		Stockton		

Total Vo-Ag Depts. in District 6 was 35.

Total Vo-Ag Teachers in District 6 was 35.

Total Vo-Ag Depts. in Districts 1, 2, 3, 4, 5, and 6 was 183.

Total Vo-Ag Teachers in Districts 1, 2, 3, 4, 5, and 6 was 188.

*Schools did not submit the Report.

DISTRICT NUMBER 7 SOUTH WEST KANSAS

First Class City H. S.	Second Class City H. S.	Common School District	Rural High School	Co. Com. High School
	Dodge City	Ford	Bazine	Greeley
	Garden City	Fowler	Hugoton	Jetmore
	Kinsley	Holcomb	LaCrosse	Wichita
	Liberal	John*	Lakin	
		Kismet	Mullinville	
		Meade	Westmoreland	
		Ness City		
		Plains		
		Sedan		
		Spearville		
		Syracuse		

Total Vo-Ag Depts. in District 7 was 24.

Total Vo-Ag Teachers in District 7 was 24.

Total Vo-Ag Depts. the entire state of Kansas was 207.

Total Vo-Ag Teachers the entire state of Kansas was 212.

*School did not submit the Report.

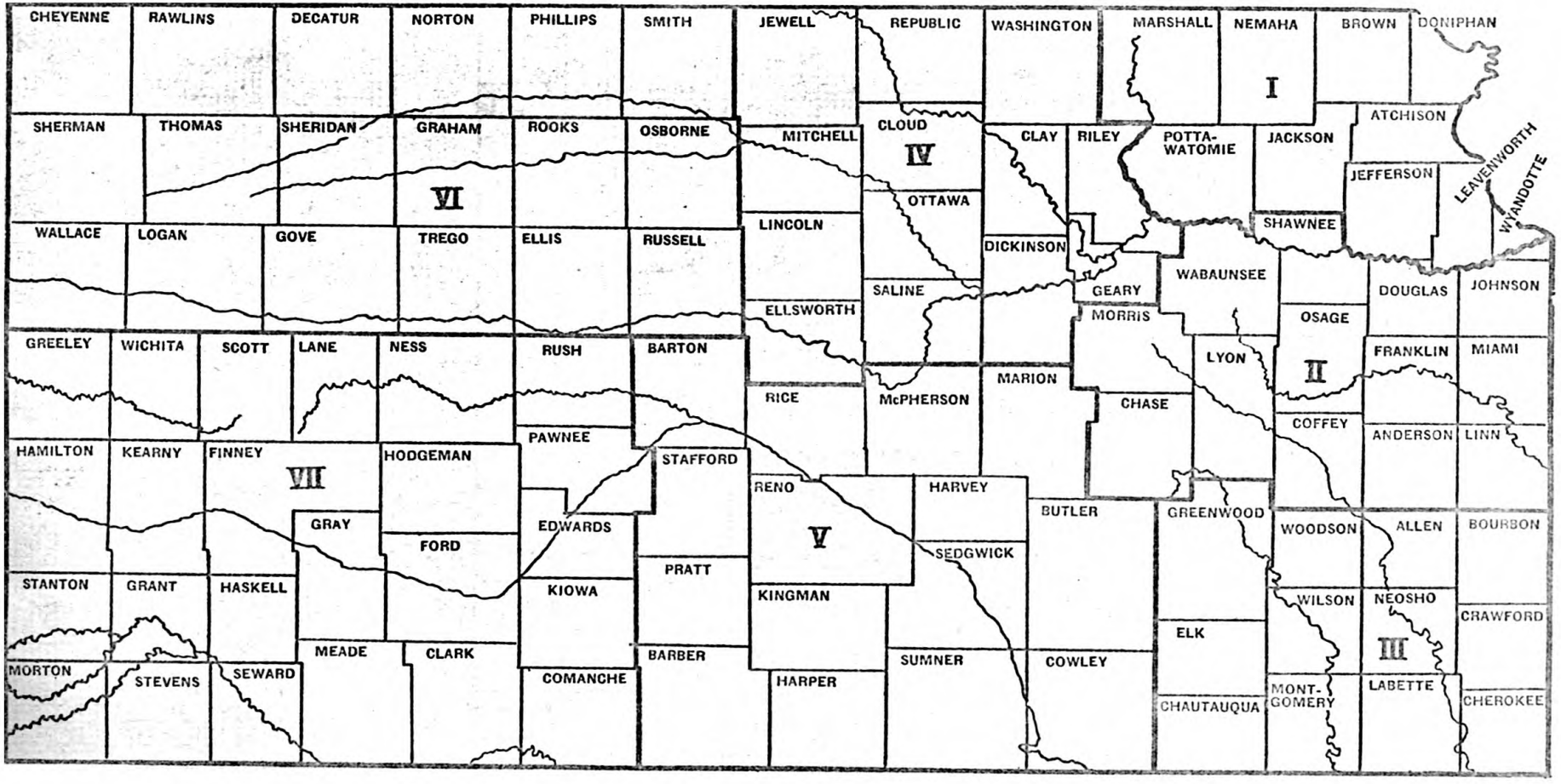


FIGURE 1

THE SEVEN KVATA DISTRICTS

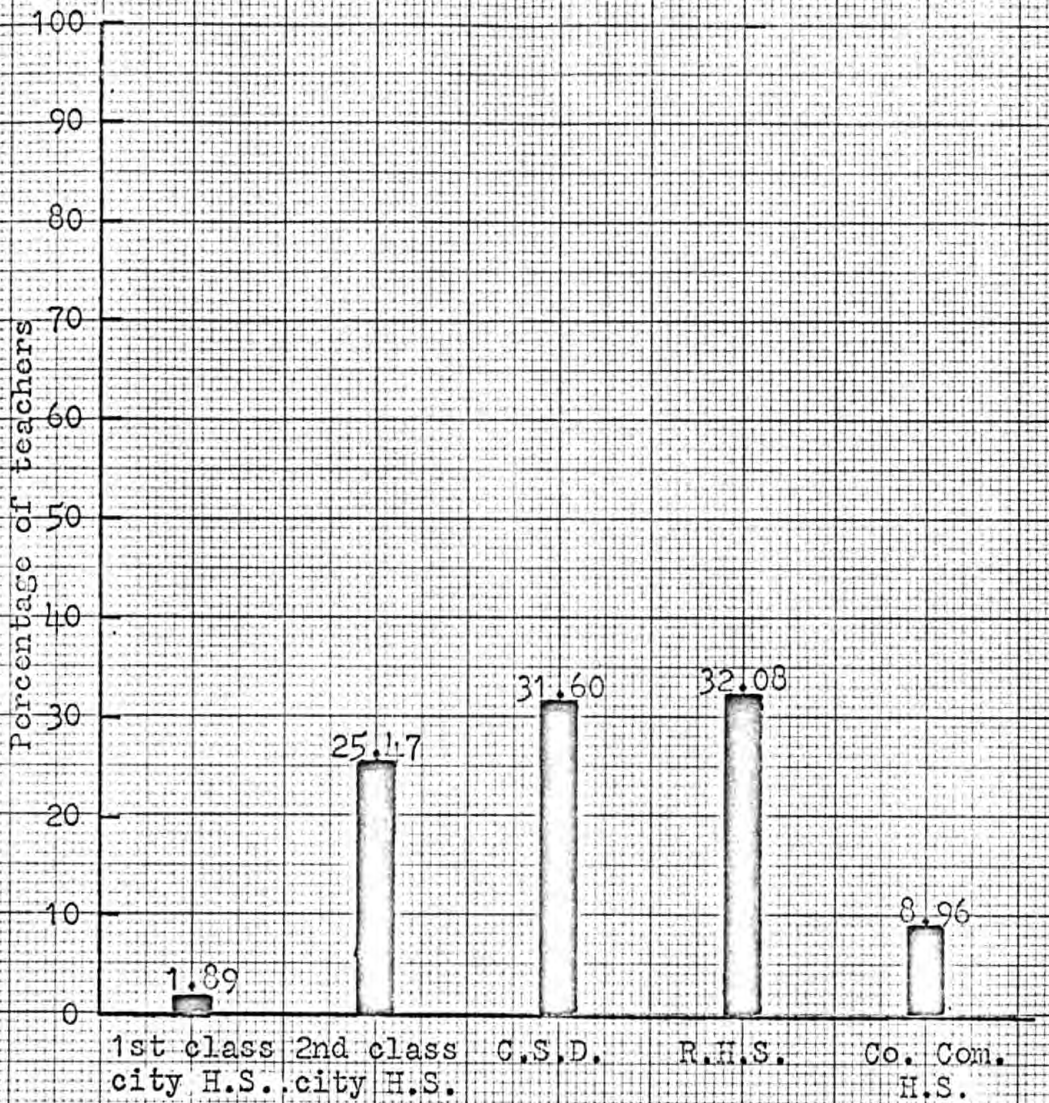


FIGURE 2

PERCENTAGE OF TEACHERS OF VOCATIONAL AGRICULTURE WHO TAUGHT IN EACH TYPE OF SECONDARY SCHOOLS IN THE STATE OF KANSAS FOR THE YEAR 1959

TABLE I-IV

TABLE I

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

NORTH EAST KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students In Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H.S.	-----	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----	-----	-----	-----	-----	-----
Second Class City H.S.	29.00	6.00	2.50	94.75	2,260.00	40.50	0.75	4.50	38.00	34.50	0.75	1.00	10.00	7.25	3.00	1.00	3.00
Common School District	35.57	4.67	3.00	67.33	2,172.67	40.00	2.33	4.00	52.67	41.00	0.67	1.00	7.00	15.33	3.33	1.33	2.33
Rural High School	30.45	5.40	2.33	80.00	2,430.41	39.59	2.33	4.75	56.00	78.75	0.93	0.93	9.00	12.43	4.75	1.93	4.00
Co. Com. High School	51.00	13.00	6.00	138.00	3,688.00	33.00	2.00	7.00	224.00	391.50	1.00	1.00	19.00	64.00	3.00	2.00	4.00
Total	146.12	29.07	13.83	380.08	10,551.08	153.09	7.41	20.25	408.76	580.23	3.35	3.93	45.00	99.01	14.08	6.36	13.33
Average	36.53	7.27	3.46	95.02	2,637.77	38.27	1.85	5.06	102.17	120.06	0.84	0.98	11.25	24.75	3.52	1.59	3.33

TABLE II

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

EAST CENTRAL KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teacher Belonged
First Class City H.S.	59.00	9.00	5.00	165.00	6,000.00	46.00	4.00	8.00	140.00	204.00	1.00	120.00	40.00	8.00	3.00	2.00
Second Class City H.S.	37.13	7.83	3.63	81.75	2,615.00	50.13	4.25	4.25	73.00	95.00	0.88	8.25	24.25	3.13	2.13	4.13
Common School District	32.71	5.00	3.45	127.13	2,504.00	42.71	3.28	4.13	72.71	74.00	1.00	9.57	21.71	5.43	1.28	4.28
Rural High School	29.79	4.75	2.46	79.69	1,968.69	30.15	3.08	5.15	41.46	77.38	0.77	13.31	12.77	3.61	1.47	6.15
Co. Com. High School	31.00	7.00	5.00	95.00	10,000.00	59.00	3.00	2.00	24.00	52.00	1.00	9.00	12.00	5.00	1.00	4.00
Total	189.63	33.58	19.54	548.57	23,087.69	227.99	17.61	23.53	351.17	502.38	4.65	160.13	110.73	25.17	8.88	20.56
Average	37.93	6.76	3.91	109.71	4,617.54	45.50	3.54	4.71	70.23	100.48	0.93	32.03	22.15	5.03	1.78	4.11

TABLE III

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

SOUTH EAST KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Number of Completed Projects of Students in Supervised Practices Supplementary	Number of Parent Meetings	Number of Parents-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H.S.	47.00	12.50	5.50	283.50	7,005.50	54.50	2.50	10.00	93.50	161.50	2.00	1.00	4.50	28.00	5.00	1.00	8.00
Second Class City H.S.	36.50	5.80	2.82	93.36	3,739.45	53.27	2.55	5.91	71.00	63.45	1.18	1.00	8.27	19.00	4.64	2.37	6.27
Common School District	29.67	9.25	4.00	104.57	4,627.67	45.28	2.71	4.57	64.42	87.42	1.00	0.71	7.28	13.14	4.00	1.57	3.28
Rural High School	36.00	6.00	3.00	63.33	3,366.67	55.00	2.00	4.67	79.33	85.67	1.00	1.00	6.00	9.67	3.00	2.00	3.33
Co. Com. High School	60.50	10.00	5.00	172.50	9,676.00	113.00	5.00	8.50	110.00	121.00	1.00	1.00	8.00	43.00	4.00	2.00	6.00
Total	209.67	43.55	20.32	717.26	28,415.29	321.05	14.76	33.65	418.25	519.04	6.18	4.71	34.05	112.81	20.64	8.94	26.88
Average	41.93	8.71	4.06	143.45	5,683.06	64.21	2.95	6.73	83.65	103.81	1.24	0.94	6.81	22.56	4.13	1.79	5.37

TABLE IV

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

NORTH CENTRAL KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H.S.	45.00	7.00	2.84	75.00	5,300.00	15.00	8.00	5.00	28.00	145.00	1.00	1.00	0.00	17.00	3.00	1.00	4.00
Second Class City H.S.	25.00	5.40	2.86	74.86	3,763.73	40.28	3.57	6.00	33.14	73.14	1.28	1.00	14.28	18.14	3.43	1.43	6.28
Common School District	30.00	6.00	4.44	119.40	3,172.50	61.10	2.40	4.20	64.60	81.30	1.00	0.60	5.50	21.70	4.10	1.60	5.30
Rural High School	24.00	5.38	2.35	59.38	1,844.01	35.57	2.57	3.28	34.00	50.64	0.86	0.94	13.64	9.64	3.43	1.64	3.78
Co. Com. High School	47.00	9.00	4.50	104.00	3,687.50	56.50	1.50	5.50	131.50	99.00	2.00	1.00	7.00	59.50	2.50	2.00	3.00
Total	171.00	32.78	14.43	432.64	17,767.74	208.45	18.04	23.98	291.24	449.08	6.14	4.54	40.42	125.98	16.46	7.67	22.06
Average	34.20	7.56	2.89	86.53	3,553.55	41.69	3.61	4.80	58.25	89.82	1.23	0.91	8.08	25.20	3.29	1.54	4.41

TABLE V-VIII

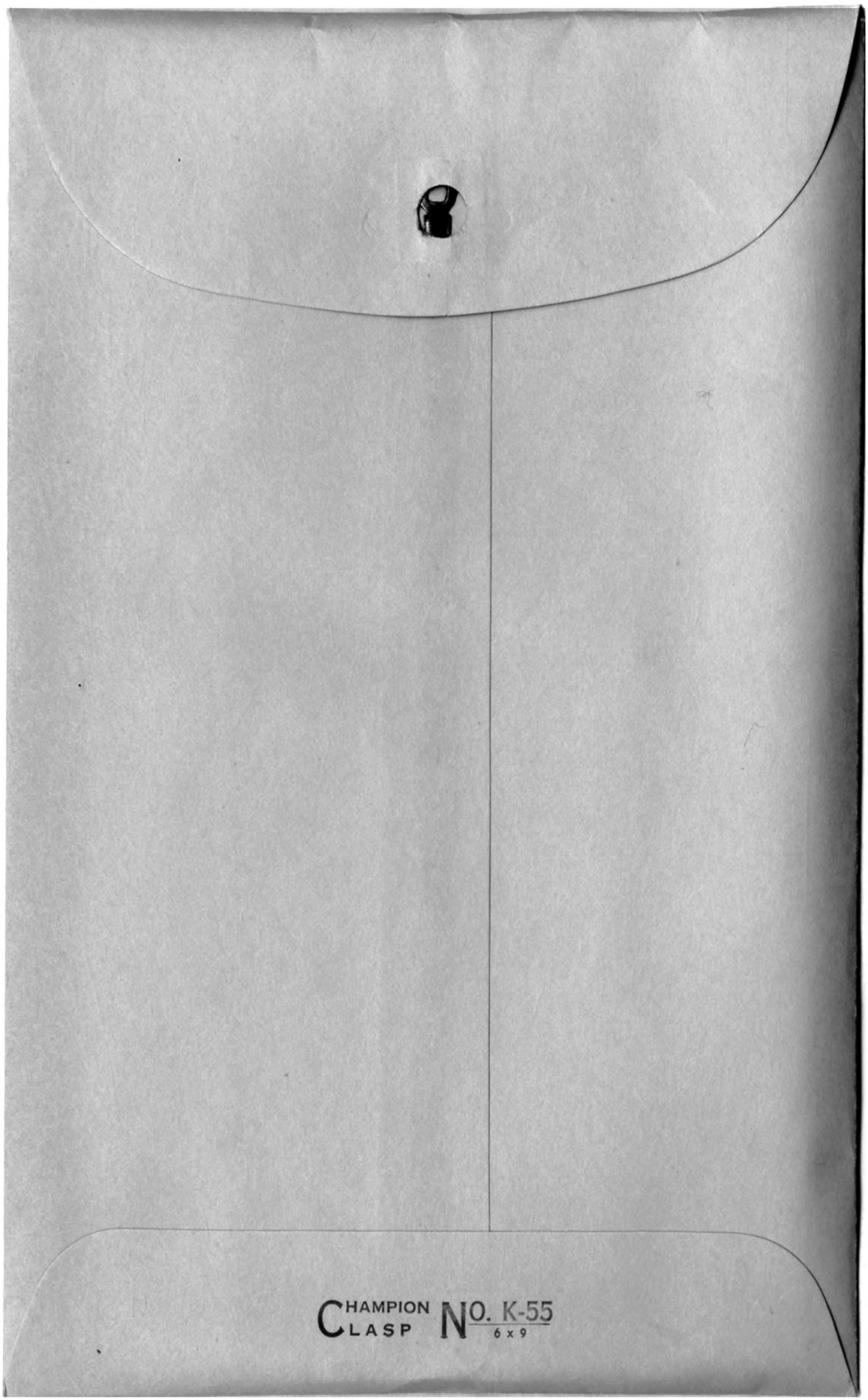


TABLE V

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

SOUTH CENTRAL KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Young Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H. S.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Second Class City H. S.	39.91	8.40	3.95	75.18	3,310.65	25.36	2.26	5.80	57.09	91.55	1.18	0.82	10.45	11.64	4.45	1.82	4.27
Common School District	30.85	5.44	2.40	74.00	3,174.75	35.38	2.54	4.38	24.00	57.38	1.23	0.69	14.07	15.23	4.46	0.77	4.54
Rural High School	38.33	7.71	2.74	75.78	2,363.33	36.67	2.33	5.89	82.14	97.71	0.78	0.67	5.33	18.33	3.00	2.00	4.00
Co. Com. High School	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Total	109.09	21.55	9.09	224.96	8,848.73	97.41	7.13	16.07	163.23	246.64	3.19	2.18	29.85	45.20	11.91	4.59	12.81
Average	36.36	7.18	3.03	74.99	2,949.58	32.47	2.38	5.36	54.41	82.21	1.06	0.73	9.95	15.07	3.97	1.53	4.27

TABLE VI

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

NORTH WEST KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H.S.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Second Class City H.S.	27.25	5.50	2.00	45.50	2,558.06	39.40	1.00	5.00	34.75	104.00	0.80	0.80	5.00	9.60	2.80	0.60	5.60
Common School District	25.25	5.11	2.69	73.15	2,816.93	30.78	1.78	5.15	34.62	60.54	1.15	0.85	6.54	16.31	3.46	1.23	4.85
Rural High School	23.63	3.50	2.00	66.75	3,020.25	43.13	2.88	4.50	29.38	39.13	1.25	0.75	7.88	18.25	4.00	1.00	4.88
Co. Com. High School	35.67	5.75	4.14	70.57	3,704.43	25.86	1.86	5.86	67.14	137.87	1.29	1.00	19.87	16.14	2.57	2.71	6.57
Total	111.80	19.86	10.83	255.97	12,099.67	139.17	7.52	20.51	165.89	341.54	3.69	3.40	39.29	60.30	12.83	5.54	21.90
Average	27.95	4.99	2.71	63.99	3,024.92	34.79	1.88	5.13	41.47	85.39	0.92	0.85	9.82	15.08	3.21	1.39	5.48

TABLE VII

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS IN

SOUTH WEST KANSAS FOR THE YEAR 1959

Types of Schools	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
First Class City H.S.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Second Class City H.S.	35.25	4.00	1.50	71.50	3,253.00	20.75	1.75	4.25	37.67	33.75	0.75	0.75	8.75	5.75	2.50	1.00	4.00
Common School District	22.00	4.25	2.60	65.30	1,921.60	30.30	1.70	2.90	38.56	44.89	1.00	0.93	13.80	14.90	3.30	1.10	2.50
Rural High School	21.67	5.00	2.83	44.00	2,711.40	45.50	1.83	4.83	29.40	48.40	1.33	0.17	6.83	4.67	3.50	0.50	3.50
Co. Com. High School	39.50	6.17	3.00	140.00	4,533.33	31.33	2.33	5.67	49.33	59.00	1.33	1.00	16.33	10.00	4.33	1.67	3.33
Total	118.42	19.42	9.93	320.80	12,421.33	126.88	7.61	17.65	154.96	186.04	4.41	2.85	45.71	35.34	13.63	4.27	13.33
Average	29.61	4.86	2.48	80.20	3,105.33	31.72	1.90	4.41	38.74	46.51	1.10	0.71	11.43	8.84	3.41	1.68	3.33

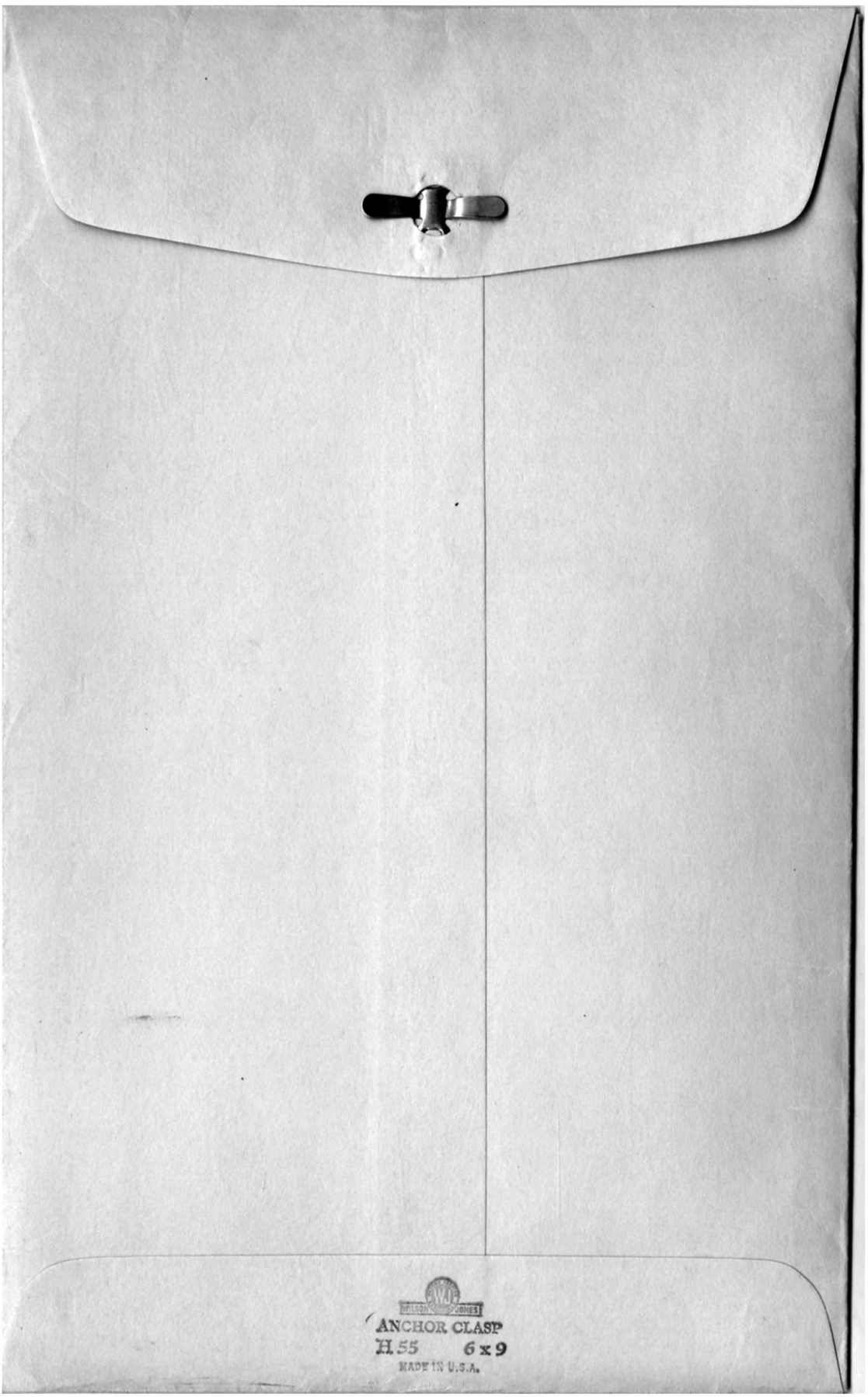
TABLE VIII

AVERAGE OF SOME RESPONSIBILITIES AND ACTIVITIES

OF VOCATIONAL AGRICULTURE TEACHERS

IN KANSAS FOR THE YEAR 1959

KVATA Districts	Number of Enrollment	Number of Graduates	Number of Graduates Placed in Farming	Number of Visits to Homes of Students	Number of Miles Traveled in Supervision	Number of Class Field Trips for Regular Instruction	Number of Trips Sponsored	Number of Teams Trained for Contests	Number of Completed Projects of Students in Supervised Practices Improvement	Supplementary	Number of Parent Meetings	Number of Parent-Son Banquets	Number of Other Meetings	Number of Newspaper Articles Written	Number of Community Services Rendered	Number of Cooperative Efforts	Number of Organizations Teachers Belonged
North East Kansas	36.53	7.27	3.46	95.02	2,637.77	32.27	1.85	5.06	102.17	136.31	0.84	0.98	11.25	24.75	3.52	1.59	3.33
East Central Kansas	37.93	6.76	3.91	109.71	4,617.54	45.60	3.54	4.71	70.23	100.48	1.68	0.93	32.03	22.15	5.03	1.78	4.11
South East Kansas	41.93	8.71	4.06	143.45	5,683.06	64.21	2.95	6.73	83.65	103.81	1.24	0.94	6.81	22.56	4.13	1.79	5.37
North Central Kansas	31.40	7.56	2.89	86.53	3,553.55	41.69	3.61	4.80	58.25	89.82	1.23	0.91	8.08	25.20	3.29	1.54	4.41
South Central Kansas	36.36	7.18	3.03	74.99	2,949.58	32.47	2.38	5.36	54.41	88.21	1.06	0.73	9.95	15.07	3.93	1.53	4.27
North West Kansas	27.95	4.99	2.71	63.99	3,024.92	34.79	1.88	5.13	41.47	85.39	0.92	0.85	9.82	15.08	3.21	1.39	5.48
South West Kansas	29.61	4.86	2.48	80.20	3,105.33	31.72	1.90	4.41	38.74	46.51	1.10	0.71	11.43	8.84	3.41	1.68	3.33
Total	241.71	47.33	22.54	647.89	25,571.75	288.75	18.11	36.20	448.92	650.53	8.07	6.05	90.37	133.65	26.52	11.30	30.30
Average	34.53	6.76	3.22	92.56	3,653.11	41.25	2.59	5.17	64.13	92.95	1.15	0.86	12.91	19.09	3.79	1.61	4.33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Due May 20

Reprinted March 1962
Agric. Educ. Form No. 3

Kansas State Board for Vocational Education

ANNUAL AGRICULTURAL REPORT

Name of School _____ Date _____

Enrollment at beginning of year _____ Enrollment at close of year _____

I. Number of visits to homes of students _____
Miles traveled in supervision and community work _____

II. Meetings conducted other than day classes:

No. of meetings	Nature of Meetings	Attendance
_____	_____	_____
_____	_____	_____
Total _____		Total _____

Number of meetings conducted in cooperation with other individuals or organizations _____

III. Parent meetings _____ Parent-son banquet _____

IV. Trips sponsored - camping, fishing, farming program tours, state fairs, etc. (not including regular class field trips or judging trips).

Date	Nature of Trips	No. Taking Part
_____	_____	_____
_____	_____	_____
Total trips _____		Total _____

V. Newspaper articles written:
Local newspaper _____ Farm magazines _____ Others _____

VI. Number teams trained and where competed (grain judging, poultry, livestock, mechanics, demonstration, etc.)

Date	Kind of Team	Where Competed
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total number of teams trained _____

VII. Class field trips taken during year for regular instruction purposes:

Number	Nature of Trip	Time Consumed

Total _____ Total Hours _____

VIII. Community service rendered (This concerns service which the department renders to farmers as part of the regular teaching procedure. Usually such work is done on field trips for practice work by students. Such service as culling flocks, testing herds, testing seed, terracing fields, and many others are typical).

Nature of Service	No. of Farmers Served	Number of animals, bushels, acres, trees, etc., involved

Total services _____ Total number of farmers served _____

IX. Cooperative effort (buying, selling, financing, etc.)

Nature of Cooperation	Volume	No. Participating

Total number _____ Total _____

X. Graduates placed in farming during year:
Affiliated with father _____; As hired man _____; In own right _____

XI. Radio or TV Programs Presented:

Date	Station Call Letters	TV or Radio	Program Title	No. Participating

Total _____

XII. Organizations to which teacher belongs (Farm Bureau, Grange, Farmer's Union, Civic Clubs, Chamber of Commerce, P.T.A., etc.)

Organizations	Offices held, if any

XIII. Summarized final report on supervised practices in the department.

Supervised practices	Number of projects	
	Began	Completed
a. Improvement practices List practices of greatest frequency		
Total		
b. Supplementary farm practices List practices of greatest frequency		
Total		

Signed _____
Name of Teacher

A STUDY OF THE RESPONSIBILITIES AND ACTIVITIES OF KANSAS VOCATIONAL AGRICULTURE TEACHERS FOR THE YEAR 1959

by

PRAYONK KALATON

B. S., Kasetsart University (University of Agriculture)
Bangkok, Thailand, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1964

The purpose of this study was to learn of selected responsibilities and activities, other than teaching in the classroom, of the teachers of vocational agriculture in Kansas for the year 1959 and to learn of the scope and number of those activities and responsibilities which has been done by the teachers of vocational agriculture around the year.

It was the objective of this study to present the results in such a way as to be of value to the teachers of vocational agriculture, and to teacher-educators in the field of Agricultural Education. It was also an objective to adapt and apply the results of this study for developing principles for the improving and developing of the responsibilities and activities of the teachers of vocational education in Thailand.

A review of literature was conducted in order to determine the professional activities and responsibilities of the teachers of vocational agriculture, and the scope of those activities and responsibilities. Data for the study were obtained from the office of State Board for Vocational Education in Topeka, Kansas. The two forms from which the data were secured were a part of the Annual Agricultural Report and were referred to as Agricultural Education Forms Number 3 and Number 1. These reports had been submitted by the teachers of vocational agriculture in Kansas for the year 1959.

Tabulations were made for the average number of selected responsibilities and activities of the Kansas vocational agriculture teachers, based on factors considered to be best for

giving meaningful results and were classified according to: (1) each type of secondary school for each KVAA district, (2) each KVAA district, and (3) the entire state of Kansas.

The findings indicated that for the year 1959, the average teacher of vocational agriculture in the state of Kansas:

1. had 35 students in his teaching load
2. had seven students who graduated at the end of the year
3. had three graduates or 42.86 per cent of the students who graduated placed in farming to follow-up
4. visited the homes of each student three times per year
5. traveled 3,653.11 miles in supervision and community work
6. conducted 41 class field trips for regular instructional purposes, or ten trips per class
7. conducted three sponsored trips
8. trained five teams of students for contests
9. supervised the students' farming programs. Each student completed two projects in improvement practices, and three projects in supplementary farm practices
10. conducted one parent meeting
11. held the parent-son banquet once (approximately 86 per cent of the teachers held the banquet in the 1959 school year)

12. conducted thirteen other meetings
13. wrote nineteen newspaper articles
14. supervised the students in rendering four community services to the farmers
15. helped the students in cooperative efforts twice, and
16. belonged to four organizations.